

Walk through Form - Jr. High

Check those that apply to what you see occurring in the classroom.

Teacher's name (Last Name, First Name) :

Observer's Name (Last Name):

Choose one-

1. Teaching For Understanding: Teacher Behavior

Check all those that apply

Questioning beyond rote responses, toward application/evaluation/synthesis.

Setting stage for learner experiences: launch, explore, summarize.

Providing anchor activities for quick learners.

Demonstrating metacognition to make intrinsic learning extrinsic.

Adjusting instruction based on assessment feedback.

1a. Teaching for Understanding: Student Behavior

Check all those that apply

Using content related vocabulary.

Questioning to demonstrate extended reflection of a concept.

Connecting prior knowledge/new learning.

Working productively on a focused task.

Teaching for Understanding: Comments

2. Teaching for Learner Differences: Teacher Behaviors

Check all those that apply

Providing choices/ alternatives to assignments/assessments.

Interacting/Engaging at high levels.

Co-teaching effectively (Friend Models).

Needs based flexible grouping- whole, independent, partner, small group.

Articulating directions/expectations to students.

Releasing responsibility for learning to students.

2a. Teaching for Learner Differences: Student Behaviors

Check all those that apply

Demonstrating metacognition.

Receiving/providing peer instruction.

Demonstrating mutual respect.

Asking or responding to appropriate questions.

Working in a safe environment- not afraid to fail or succeed based on what others would think.

Aware of personal data and improvement.

Teaching for Learner Differences: comments.

3. Rigorous and Relevant Curriculum: Teacher Behaviors

Check all those that apply

Asking Students to think in complex ways.

Providing opportunities to apply/extend knowledge and skills.

Making real-world connections to course activities and assignments.

Engaging students in activities that help them understand big ideas related to national, state and local standards.

3a. Rigorous and Relevant Curriculum: Student Behaviors

Check all those that apply

High level of interaction/engagement.

Creating new knowledge or works.

Engaging in challenging/authentic work.

Applying content-related knowledge.

Employing HOTS (apply, generalize, make analogies, represent, explain, find evidence).

Applying concepts and skills in real-world situations.

Rigorous and Relevant Curriculum: Comments

4. Student Centered Classroom: Teacher Behaviors.

Prompting to modify or alter cognitive behaviors/patterns.

Queuing to shift learner attention to resources.

Anticipating learner misconceptions.

Holding learners accountable to norms of interaction- group and independent.

4a. Student Centered Classroom: Student Behaviors.

Requesting guidance rather than answers from the instructor.

Interacting with other students in regards to task/objective.

Taking risks in problem solving.

Exhibiting perseverance in being wrong or figuring out tough problems.

Delivering knowledge with complex forms of communication.

Student Centered Classroom: Comments.

5. Assessment for Learning: Teacher Behaviors.

Focusing on learning targets; letting the little stuff go.

Conferencing with small groups to review FA descriptive feedback.

Providing descriptive feedback-written and verbal, that moves the learner ahead in their thinking.

5a. Assessment for Learning: Student Behaviors.

Working with a variety of ability-based groups.

Participating in conversations regarding persona achievement/goals.
Exhibiting understanding of FA results/objectives.
Sharing responsibility for learning.

Assessment for Learning: Comments.

6. Teacher Behaviors observed: to be worked on/kept to a minimum.

Expecting rote memorization.
Promoting drill/practice.
Answering own questions- teacher doing work/no wait time.
Presenting information in one way.
Centering instructional focus on the instructor himself/herself.
Applying a list of differentiation strategies to fix all academic concerns.
Not keeping appropriate professional distance.
Avoiding interaction with groups or individuals.
Sitting at the desk/computer while kids are interacting/working.
Providing answers/ grading papers.
Unproductive co-teaching model.

6a. Student Behaviors observed: to be worked on/kept to a minimum.

Reciting facts without being able to expand thoughtfully- no depth of knowledge.
Providing no evidence of long-term understanding.
Participating passively.
Socializing/engaging, but off task.
Accepting results and moving on.
Demanding - just tell me what I have to do.

Behaviors Observed: Comments.

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